DOCUMENT RESUME

ED 271 178 JC 860 393

AUTHOR Campbell, Benjamin F.
TITLE Interim Final Financial Status and Project Completion Report Form for the College Reach-Out Program.
INSTITUTION Florida Junior Coll., Jacksonville.
PUB DATE 3 Jul 84
NOTE 17p.; For the summary report, see JC 860 394.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Articulation (Education); *Black Students; *College Bound Students; Community Colleges; *Educational Counseling; High School Students; Junior High School Students; *Outreach Programs; *Remedial Instruction; School Holding Power; *Student Recruitment; Two Year Colleges

ABSTRACT

Descriptive and evaluative information is provided on Florida Junior College at Jacksonville's College Reach-Out Program, which targeted junior high and high school students in an effort to increase black student enrollments at the college. Introductory sections discuss the need for the program in light of the decline in the number and percent of black student enrollments. The next sections look at criteria for identifying prospective students (e.g., those who score exceptionally well on tests, but achieve poor grades; demonstrate outstanding grades in one or more basic subject areas, but a weakness in others; or are first-generation college-aspiring students). Next, College Reach-Out activities are described, including: (1) a workshop on student identification for secondary school principals and counselors; (2) counseling and advising sessions with students and their parents; and (3) supplemental instruction in English, mathematics, reading, and the relationship between education and social/economic mobility. Sections on dissemination of results to other institutions and agencies, and cooperation received from other college units and external organizations are followed by an enumeration of project objectives and a short statement assessing the extent to which the objectives were achieved. Finally, an external evaluation of the project is presented, covering program strengths and weaknesses with respect to identification, selection, and participation of students; mathematics, reading, and writing instruction; counseling components; extracurricular activities; and overall program coordination. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. F. CAMPBELL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED271178

INTERIM FINAL FINANCIAL STATUS

AND

PROJECT COMPLETION REPORT FORM FOR

THE COLLEGE REACH-OUT PROGRAM

Florida Junior College at Jacksonville
501 West State Street
Jacksonville, Florida 32202

July 3, 1984

Benjamin F. Campbell
Administrator

JC 860 393

PRESIDENT

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
ADMINISTRATIVE OFFICES
501 WEST STATE STREET
JACKSONVILLE, FLORIDA 32202
(904) 632-3224

July 3, 1984

Dr. Jack Tebo
1701 Capitol Building
Tallahassee, FL 32301

Dear Dr. Tebo:

RE: Final Financial Status and Project Completion Report for the 1983-84 College Reach-Out Program

Attached is the Florida Junior College interim final report. The report includes a narrative performance on the January 9, 1984 - May 26, 1984 regular College Reach-Out Program component and the first three weeks on the summer component.

A final report on the summer component, which ends on July 26, 1984, will be mailed to your office on August 15, 1984. The final report will include a brief narrative performance on the remaining three weeks of the summer component and the final Financial Status Report.

The College Reach-Out Program has been a good program for the College. In addition to helping us attain equal access enrollment parity objectives, the Program has afforded an opportunity to reinforce our college preparatory role. The articulation with the Duval and Nassau county schools has also been a plus for us and these two school districts.

Perhaps the best statement of success for the 1983-84 program is the College Reach-Out graduating seniors' plans for Fall, 1984. Sixty-four (64) percent of these students plan to enroll in college.

We feel that the College Reach-Out Program has been not only an outstanding program for the College, but an exemplary program for the state.

Specific questions on this interim final report should be directed to Dean Benjamin Campbell, (904) 632-3123.

Sincerely,

Benjamin R. Wygal
President

attachment

BEST COPY AVAILABLE

NARRATIVE PERFORMANCE REPORT

December 19, 1983 - June 29, 1984

This interim final report reflects a Narrative Performance Report for the period December 19, 1983, through May 26, 1984, the regular session of the Program, and the first half of the June 19, 1983, through July 26, 1984, Destination Graduation Program--the summer component of the College Reach-Out Program. The Final Report, which will include results of Destination Graduation will be completed and mailed prior to August 15, 1984.

NEED FOR THE PROGRAM

Florida Junior College's black student college credit enrollment declined in number and percent of the total enrollment in 1980, 1981 and 1982. The following table summarizes this decline.

*Fall Term	Female		Male		Black		White		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
1983	9427	57.8	6881	42.2	2545	15.6	12814	78.6	949	5.8
1982	9026	57.5	6621	42.3	2527	16.1	12264	78.4	856	5.5
1981	8850	57.5	6543	42.5	2618	17.0	11919	77.5	846	5.5
1980	8573	57.5	6342	42.5	2759	18.5	11390	76.4	766	5.1
1979	8514	58.0	6158	42.0	2961	20.2	10941	74.6	768	7.2

*Taken from FJC Institutional Research Report. Plans of 1983 Duval County Public High School Seniors following graduation.

Although the total number of black students did increase slightly in the fall of 1983, the percent declined for the fourth straight year.

Data from the 1983 Duval County School System Senior Plans Survey indicate:

-One-third of graduating seniors enroll at FJC.

BEST COPY AVAILABLE

-Black high school graduates have been an increasing percent of the total graduates (1981: 31%, 1982: 33%, 1983: 34%).

-The percentage of white high school graduates who plan to enroll in college continues to far exceed the percentage of black graduates (black: 31%, white: 67%).

-The four high schools with the highest percent of black enrollment--Raines, Ribault, Paxon, Jackson--continue to enroll a lower percent of students at FJC than most of the predominantly white high schools (three of ten, or 30 percent).

The higher education enrollment of graduating seniors from the four high schools listed in the statement above, three of which are predominantly black, is the targeted population for the program, along with the feeder junior high schools of Ribault Junior, Northwestern, Paxon Junior and Highlands Junior.

2.a Identification of Students Who Do Not Realize the Value of Post-Secondary Education

A workshop for identification of students was held with principals and contact counselors from targeted schools on January 7, 1984.

The purpose of the workshop was to explain the Program, and to review the criteria for identification of students. It was our contention that after the workshop, contact counselors could identify prospective students and offer them an opportunity to participate in the Program by submitting a College Reach-Out application. Each participating high school and junior high school was given a quota of students, and a deadline for collecting applications. The Program Administrator and Program Coordinator also made visits to schools to reinforce the criteria for identification of students with contact counselors and students. Students who did not realize the value of post-secondary education were invited to apply if the following criteria were met:

BEST COPY AVAILABLE

- "C" student (2.00 GPA)
- Have the potential to succeed in college and be able to profit from this program
- Score exceptionally well on tests, but achieve poor grades
- Demonstrate outstanding grades in one or more basic subject area(s), but demonstrate a weakness in one or more basic subject areas
- First generation college-aspiring students

2.b Identification of Students Not Developing Basic Learning Skills

Students in this category were invited to apply if they

- Have the potential to succeed in college
- Demonstrate outstanding grades in one or more basic subject areas but demonstrate a weakness in one or more basic subject areas

2.c Counseling/Advising Students and Parents

Counseling and advising students was accomplished through a separate counseling component. In addition to counseling sessions on time management and study skills, students were administered the Career Planning Profile (CPP), a career guidance assessment; and the Personal Skills Map (PSM), a personalized positive approach to assessing non-academic skills such as commitment to goal, self-concept, time management, and task orientedness.

Four scheduled counseling/advising sessions were held with parents of students in the Program. These sessions covered such topics as financing a college education, admission to college, and jobs for the next three to five years. The counseling/advising sessions for parents were held in the evenings at Florida Junior College throughout the duration of the Program.

BEST COPY AVAILABLE

2.d Supplemental Instruction

Instruction was accomplished through the three components of English, mathematics and reading. Instructional modules were prepared by FJC faculty and staff and one English professor from Edward Waters College.

Prior to any instruction, assessment for placement and remediation was administered for all three instructional components.

Finally, a class schedule concept was developed to deliver the supplemental instruction.

2.e Instruction on the Relationship Between Good Learning Skills and Economic/Social Mobility

The recruitment of a competent and committed staff allowed the Program to provide feedback on good learning skills and economic and social mobility both in the scheduled class sessions as well as in informal interaction with students.

3. How Did the Project Indeed Succeed?

All of the objectives for the Project have been met except the objectives to involve community members in some of the program activities to serve as role models for the students in both personal and career development, and the objective for post-assessment of academic skills. The staff is cognizant of the omission of these activities during the past term, but have plans for their incorporation for the upcoming term.

BEST COPY AVAILABLE

Not only were the objectives and goals of the program met, but they were achieved beyond the minimum expectations. Strengths of the program included the individual assessment of both the academic and non-academic skills of the students and the articulation of these to the students, individualized and small group instruction in both the basic skills and academic enrichment activities, the insight and dedication of the program administrator and program coordinator, and the enthusiasm and skill of the instructional staff and counselors.

It should be noted that the staffing of this program is probably the critical element that has contributed to its success.

4. How Can the Results of the Project Be Transported to Other Institutions or Agencies?

Program information has already been presented to:

Division of Community Colleges Council of Instructional Affairs - Orlando - March 9, 1984

Board of Regents - Institute for Education Workshop - Gainesville - March 30, 1984

Florida Developmental Education Association Convention - Tampa - April 6, 1984

BEST COPY AVAILABLE

In addition to the above, the Program model has been shared with Kevin Benton, of Lake-Sumter Community College, who visited FJC on February 1, 1984, and June 8 and 9, 1984. Lake-Sumter is interested in applying for the grant in the event that the number of participating institutions is increased in 1984-85.

Program results should be transported to other educational agencies, as has already been done by FJC. Additional agencies such as the Division of Community Colleges Council of Student Affairs, and state financial aid and admissions professional organizations can be added to the list for dissemination presentations.

For other institutions interested in the Program, particularly community colleges, presentation of the Program model in a well prepared in-service workshop is the most effective method to transport results.

5. Cooperation Received from Other Units or Organizations

Units within the College have provided support for the Program. The instructional and Student Services area have cooperated in permitting faculty and staff who normally perform significant roles on campus to work in the Program. The operational constraints of a short time frame have not prevented the Resource Development and Finance Department from being responsive. Administrative and Equal Access/Equal Opportunity Office have kept abreast of the Program and interfaced many activities. Support has not been lacking in any aspect of the Program.

The Duval and Nassau County School Boards have supported the Program; and in several junior and senior high schools (Hilliard Junior-Senior High, Northwestern Junior, Raines Senior) we have been referred to as the most needed and successful program of the year. We also received excellent cooperation in getting coverage by the news media for our program.

BEST COPY AVAILABLE

6. How the Project Accomplished Its Objectives

Objective 1.0 - Program Publicity - A brochure was developed for the program, and the program received news coverage in the Jacksonville Journal, Times-Union, Truth in Politics, and several other newspapers.

Objective 2.0 - Identification of Students - A total of 139 tenth-twelfth graders and 96 eighth and ninth graders were identified in six senior high and four junior high schools.

Objective 3.0 - Non-Academic Assessment - Seventy-eight students were administered the Personal Skills Map (PSM) and 68 were administered the Career Planning Profile (CPP).

Objective 4.0 - Academic Skills Assessment - One hundred twenty-nine students were administered the Stanford Reading and Mathematics tests and an essay holistically graded.

Objective 5.0 - Academic Skills Review - Approximately 70 percent of the students assessed were attending class sessions the first six weeks. This figure was reduced by attrition to 50 percent the last five weeks.

Objective 6.0 - Academic Skills Profile - This objective was not accomplished due to the lack of time to provide post-assessment in all of the academic components.

Objective 7.0 - Counseling and Advising - One hundred ten students participated in the counseling session on study skills, time management and college survival skills.

Objective 8.0 - Workshops for Parents and Selected Community Agencies Two workshops were presented to both the tenth-twelfth grade and eighth-ninth grade parents. Community workshops on the Program were presented to:

BEST COPY AVAILABLE

Big Brothers and Big Sisters of Greater Jacksonville, Inc.

Delta Sigma Theta Sorority

Northeast Florida Community Action Agency

Jacksonville Ministerial Alliance

Objective 9.0 - Search Workshop - The CPP was administered to eighth and ninth graders and31 participated in the career interpretation workshop.

Objective 10.0 - Role Models - Judge Alcee Hastings made a presentation at all Duval County target schools on February 28 and 29.

Objective 11.0 - Educational Support Activities - The schedule of activities included an FJC Kent Campus museum tour, Duval County Science Fair, two FJC performing arts events, a trip to Kennedy Space Center and many other activities.

Objective 12.0 - Summer Component - Ten College Reach-Out graduating seniors have been identified for the summer component. The goal of having 30 College Reach-Out students in the Destination Graduation Summer Program was not met.

Objective 13.0 - Close Liaison With Higher Education Institutions

Dean Campbell convened and attended meetings on March 1 and April 11 to discuss the progress of the Program with the other three project participants. Meetings were also held in October 1983 with Jacksonville University and Edward Waters College, both of which have an Upward Bound Program.

Objective 14.0 - Interface with FJC Program - The FJC summer program, Destination Graduation, has a combination of students identified for this program and College Reach-Out students.

Objective 15.0 - Transition for Seniors Entering FJC - The May 28 Reach-Out tour of North Campus was followed by an FJC recruitment presentation. All College Reach-Out seniors were given an opportunity to participate in the Destination Graduation program.

BEST COPY AVAILABLE

THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Vice President for Academic Affairs and Research

June 27, 1984

Dean Benjamin F. Campbell
Florida Junior Colleges
Administrative Offices
501 West State Street
Jacksonville, Florida 32202

Dear Dean Campbell:

Attached is my final evaluation of the Reach-Out Program at Florida Junior College at Jacksonville for the period January thru June, 1984.

I enjoyed the opportunity to meet and interact with your staff on my visit to Jacksonville. I was quite impressed with the people that you have selected to work with the program. As I have indicated in the report, you and your staff are probably the greatest contributing factor to the success of the program. As per usual your hospitality was superb.

I hope that the report includes all of the information that you need. If not, do not hesitate to call me. I did not include statistical data regarding the results of the staff evaluation, because you already had that information. If you would like an appendix which includes that data, I would be happy to provide it.

Thank you for the opportunity to be a part of this great beginning. I hope the state legislature recognizes the importance and contributions of the program and provides funding accordingly. It has been a pleasure working with you.

Sincerely,

Suzan

attachment

RECEIVED
Florida Junior College at Jacksonville
JUN 28 1984
Dean of Counseling & Testing

BEST COPY AVAILABLE

REACH-OUT PROGRAM
FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
END-OF-YEAR EXTERNAL EVALUATION

On June 8-9, 1984, the external evaluator, Suzan Armstrong-West, had an opportunity to meet with the administrative staff, the component coordinators, the classroom instructors, and the counselors from the Reach-Out Program at Florida Junior College in Jacksonville. The following comments are a result of the discussions held during that visit and the written evaluations completed by the staff. The comments and recommendations are organized into the following categories: Identification, Selection, and Participation of Students; Academic Components; Counseling Component; Extra-Curricular Activities; Overall Program Coordination; and Summary.

Identification, Selection, and Participation of Students

The students identified and selected for participation in the Reach-Out Program were members of the targeted population. The criteria set forth for selecting students were appropriate for screening the applicant pool. It is clear that the administrative staff had a very accurate perspective on the characteristics of students that could benefit most from this type of program. It also appears that they articulated these well to the personnel in the targeted schools who assisted in identifying potential students. The counselors on staff with the program were also knowledgeable about the kinds of students selected to participate in the program. The administrative staff is to be commended in the accomplishment of this objective since it is crucial to the success of the entire program.

The evaluator would like to recommend that this same information regarding the selection of students for the program be articulated to all of the instructors as well. Some of the instructors were familiar with the critieria. However, this was a point of confusion for several of the instructors. (It very well may have been that these particular instructors simply had not listened or read some information that had been provided.)

All of the staff were in consensus that some mechanism should be put in place to monitor attendance. They expressed a willingness to take on this task themselves. There was also unaminity in a recommendation to institute a reward system for perfect attendance. This is an excellent recommendation and the evaluator concurs that this would probably be the most effective method for motivating students to attend regularly. An Awards Program at the end of the academic year that recognizes academic achievement as well as attendance is highly recommended.

BEST COPY AVAILABLE

Academic Components

Mathematics

This appears to be the strongest academic component in the program. The staff is both very knowledgeable about their specific discipline and how it can best be taught on an individualized basis and regarding what the specific objectives are for the program. The component coordinator has done an excellent job in selecting his staff and in organizing the curriculum. The students were appropriately pretested and grouped according to ability. In addition to the basic or advanced skills provided in the math classes, all of the students were exposed to a computer literacy unit through this component.

In concurrence with the recommendation of the math instructors, the evaluator agrees that the computer literacy and enrichment/advanced skills areas of mathematics be expanded for the next academic year. However, it is not recommended that a standard textbook be identified and purchased for this component(as requested by the math instructors), unless it will be used as areference or supplementary resource only. All efforts should be made throughout the program not to duplicate the regular classroom setting. Instituting textbooks for the courses is not in line with that approach. The staff did a very good job of developing written materials for the math classes this year. They should be encouraged to continue to do so. Developement of materials can be time consuming, thus their request for a textbook to substitute for the time it takes to create your own materials is understandable. The provision of staff to type and duplicate materials might be satisfactory to the staff in lieu of the texts.

Reading

The instructors in this component appear to be your most enthusiastic and dedicated staff in the program. All of the objectives for this component have been met. The staff has made an excellent recommendation. They suggest that a study be done to compare the progress of students participating in the Reach-Out Program versus comparable students in the public schools who are not participants, ie: changes in reading level. They have also volunteered to interact more with both the parents and the students. They indicated a willingness to contact students via telephone during the week in order to accomplish this. The coordinator of this component has a wealth of experience in working in developmental reading and was an excellent choice for this position. Her sensitivity and dedication to helping students probably was one of the factors in the success of this component.

BEST COPY AVAILABLE

Writing

Although the objectives for this component and the curriculum designed to meet these objectives were well done, the logistics of the coordination presented some problems. In spite of these unavoidable circumstances due to the relocation of the component coordinator, instruction provided in this component did meet the objectives laid out. It is recommended that coordination of this component be revamped for next year. Several staff members had different philosophies regarding the implementation of the curriculum and these need to be worked out. It is also recommended that the English and Reading components coordinate these two components more closely. There are opportunities for these two areas to interact and support the individual areas.

Counseling Component

The counseling staff did accomplish its primary objective of assessing the non-academic skills of the participants. All of the counsleors were pleased with the assessment instrument selected and the kind of information that was provided in the form of the "Personal Skills Map" to facilitate articulating the results to the students. The amount of time involved in administering the instrument in make-up sessions did prove to be problematic is that it reduced the amount of time that counselors had to devote to other counseling activities. It has been recommended that a day be devoted to assessment prior to the first class day and subsequent make-up sessions be handled during the week rather than on regular meeting days. Lead time for the counselors to review the results of the Personal Skills Map prior to delivering these to the students is also advised.

The counselors have some very good ideas for small group activites that could be incorporated in the program. These are a definite asset to the program in that the public school counselors do not get the same opportunity to interact with the students in this type of format. Additional time for the counselors to meet with graduating seniors, perhaps on weekday afternoons, is also suggested.

BEST COPY AVAILABLE

Extra-Curricular Activities

The activites were well planned and well attended. These serve as probably the highest source of motivation to the students to encourage their active participation in the entire program. It gives them a chance to interact with the other participants in an informal setting, which builds a sense of camaraderie and identification with the program. The coordinator of this component appears to work well with young people and has a good sense of the types of programs to plan.

The instructional staff members have expressed a desire to participate with the students in the extra-curricular activities. This is great! It will facilitate the interaction of staff and students, and between staff and staff. A calendar of events for distribution to staff as well as students was also requested.

BEST COPY AVAILABLE

The instructional staff did express some concerns with the Saturdays reserved for activities only. As is to be expected, they perceive these to be an infringement on "their" classroom time. However, it is the experience of the evaluator that these special activity days are crucial to the success of the program. Although the instructors don't get tired of the classroom, the students do. They have already attended school for the normal 5 days per week and the attendance at the Program's classes is in addition to this. The activities are a much needed "BREAK!" and a necessary motivational activity.

Overall Program Coordination

As is mentioned earlier in this report, it is evident that the Program Administrator and the Program Coordinator have the knowledge and proper perspective for organizing and coordinating a program of this nature. They are both experienced in meeting the different needs of individual students. But above that, they also have the dedication to meeting the needs of these students. A review of all of the program components indicates that they have personally devoted an inordinate amount of their own time and enery to assure the success of the program. They have rolled up their sleeves and delved in there, rather than simply be administrators. That is of utmost importance in building staff morale and committment. They are both to be commended. It is recommended, however, that monies be allocated for an additional staff person to assist in the coordination and operation of the program on a day-to-day basis. These responsibilities require a lot of time expenditure and the two current administrators both have other responsibilities with the college.

It is apparent, based on the interaction and discussions with the component coordinators, that these persons were ideal selections for the positions. It is also obvious that their orientation to the program was well done. The coordinators developed their individual components in line with the overall objectives of the program. It is recommended that the instructional staff receive this same kind of in depth orientation for the next academic session. The evaluation meetings provided an excellent starting point for facilitating more interaction and coordination among the individual components. Carrying this over to a pre-semester planning session will provide additional opportunities for these kinds of activities. This would also provide an opportune time for instructors to develop written syllabi for their courses and for the program calendar to be finalized.

BEST COPY AVAILABLE

SUMMARY

The documentation and information provided to the evaluator confirm that all of the objectives for the course have been met except the objective to involve community members in some of the program activities to serve as role models for the students in both personal and career development. The staff is cognizant of the omission of this activity during the past term but have plans for its incorporation for the upcoming term. Not only were the objectives and goals of the program met, but they were achieved beyond the minimum expectations. Strengths of the program include: the individual assessment of both the academic and non-academic skills of the students and the articulation of these to the students; individualized and small group instruction in both the basic skills and academic enrichment activities; the insight and dedication of the Program Administrator and Program Coordinator; and the enthusiasm and skills of the instructional staff and counselors. It should be noted that the staffing of this program is probably the critical element that has contributed to its success.

Recommendations for improvement of the program include: orientation and/or planning session for all staff; scheduled activities, ie: regular staff meetings and a staff social to facilitate interaction and coordination among staff members in the different program components; inclusion of the staff in the extra-curricular activities to facilitate interaction with the students and parents; the development of written syllabi for all courses; monitoring of class attendance; the development of a make-up system that does not interfere with the regular schedule; and the institution of an Awards Program to recognize individual participation and achievements in the Program.

BEST COPY AVAILABLE

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
AUG 22 1986